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ABSTRACT

In compliance with the philosophy of the Yeshivah of Flatbush, the English department is committed to students mastering the secular discipline of English. Students will develop the language skills of reading, writing, and speaking, as well as a sophistication of style and a clarity of expression. Writing is to be developed for academic purposes across the curriculum as well as for the practical necessities of intelligently and cogently expressing opinions on political, ethical, and social concerns in today's world. In addition, the school aims to develop a humanistic and aesthetic appreciation of literature. The English department provides electives which further enhance the integration of secular studies with the philosophic tenets of the Yeshivah and which meets the interests of individual students. This curriculum guide is divided into the following sections: Philosophy; Aims of the English Curriculum; Overview of Purposes and Products for Writing Grades 9-10; Overview of Purposes and Products for Writing Grades 11-12; Writing for Freshen Fall and Spring Semesters; Writing; Literature for Freshmen; Literature for Sophomores; Literature for Juniors; Literature for Seniors; Advanced Placement English; Electives; Freshmen Vocabulary, Usage and Spelling; Sophomore Vocabulary, Usage and Spelling; Junior Vocabulary, Usage and Spelling; Senior Vocabulary, Usage and Spelling; Literary Vocabulary; Alternate Vocabulary Words; Four Year Grammar Curriculum; Allocation of Class Time per Term; and Administering Grades. (NKA)

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YESHIVAH OF FLATBUSH
JOEL BRAVERMAN HIGH SCHOOL

ENGLISH DEPARTMENT

CHAIR: SUZANNE BLAINE

CURRICULUM AND COURSE OF STUDY

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בס"ד

בית ספר תיכון של הישיבה דפלטבוש
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Chairman
English Department

PHILOSOPHY

In compliance with the philosophy of the Yeshivah of Flatbush, the English Department is committed to students mastering the secular discipline of English. Students will develop the language skills of reading, writing, and speaking as well as a sophistication of style and a clarity of expression. Writing is to be developed for academic purposes across the curriculum as well as for the practical necessities of intelligently and cogently expressing opinions on political, ethical and social concerns in today's world. An awareness of the importance of social activism in regard to political issues as they relate to Israel, anti-semitism here and aoad as well as other Jewish concerns is promoted through the reading of newspapers, editorials and op-ed articles, by responding through writing letters to the media and to local or national political leaders and by networking with national Jewish organizations such as AIPAC (American Political Actions Committee) and CAMERA (the acronym for the committee for accuracy in media reporting in regards to Israel and Jewish issues). Another outlet for all students to express their thoughts and creativity is provided through writing and publishing in both our award winning school newspaper, THE PHOENIX, and literary magazine, THE PEGASUS and the school yearbook THE SUMMIT.

In addition, we aim to develop a humanistic and aesthetic appreciation of literature. The study of literature emphasizes those Jewish values which we try to inculcate in the Yeshivah. Through analysis of character and themes, students learn moral and ethical values and a behavior pattern consistent with the Yeshivah's philosophy to be emulated in their lives. A deeper understanding of human nature, a by-product of literary study, should enable individuals to relate in a more positive manner toward one another. Through Holocaust literature, our students integrate through reinforcement by another mode, that which they have learned in Jewish history.

The English department provides electives which further enhance the integration of secular studies with the philosophic tenets of the Yeshivah and which meets the interests of individual students. In addition to ADVANCED PLACEMENT ENGLISH classes which introduce students to college level course work and the possibility of earning up to six college credits in high school there are many elective courses that a student can select to enhance his/her program. See the Elective section for a full description of the courses offered.

WRITING ELECTIVES are geared to the needs of the individual students; enrichment for those

who are still learning the basic skills and creative writing for those who show talent in the area of written communication.

The DECADES COURSES (the 20's and the 60's) examine the richness of the literature as well as the social and historical events of both American and Jewish culture and heritage so that students can emulate its excellence and learn from the errors of the past.

MASTERPIECE WORKSHOP is an elective which uses the vast resources of the city of New York to expose students to the various genre of the arts and secular and Jewish culture of our society. The

DEBATING SOCIETY and the PUBLIC SPEAKING AND DRAMA course is geared to develop student self-esteem, confidence as well as persuasive and critical thinking skills.

THEATER IN THE ROUND is another course which enriches the students' background in culture and also helps to promote confidence, self-esteem and poise through the act of performance.

CHILDREN OF THE HOLOCAUST explores literature, art and film created during the Holocaust and by survivors after the Holocaust and strives to ensure that students of our school will be well versed and knowledgeable in this infamous period of history.

WAR AND PEACE is an interdisciplinary course which examines some of the most important historical conflicts in which Jews found themselves from anciwent times to the present and their responses to each of those situations.

The love of learning which is promoted in our general philosophy should lead students to independent reading and studying and to the ability to think critically now and in later life as productive Jewish leaders in American society.

AIMS OF THE ENGLISH CURRICULUM

1. To develop functional and interpretive reading skills
2. To develop functional and creative writing skills
3. To develop auditory skills to enable students to listen, speak and interact with others
4. To develop aesthetic appreciation

The development of the above skills will lead to the following achievements:

I: LITERACY

A)Reading: Comprehension
Analysis
Synthesis

B)Vocabulary: for reading, writing, PSAT and SAT

C)Writing: Composition proficiency
Rhetorical logic (thinking skills)
Communication skills (clarity and specific
Enriched vocabulary
Command of language, grammar, and usage

II. APPRECIATION OF THE AESTHETICS OF LANGUAGE

A)Reading: Analysis and interpretation of classics for:

Figurative language: metaphor, simile, metonymy, irony personification, hyperbole, symbolism understatement, synechdoche,assonance, alliteration, onomatopoeia etc.

Tone: sarcasm, humor, anger, melancholy, anguish,satire

Narrative point of view: first person narrator, third person narrator, third person limited, omniscient narrator

Syntax and sentence structure

B) Writing: Sentence expansion (complex, compound)

*Incorporation into writing metaphors, similes, understatement, hyperbole, irony and other figurative language to the extent possible.

*Learning to use point of view and tone in writing

*Encouraging students to use their talents in "creative writing" i.e. poetry, short story and literary essays

III: AUDITORY AND ORAL SKILLS

A) listening and speaking to one another
B) reading aloud
C) debating issues
D) following directions

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OVERVIEW OF PURPOSES AND PRODUCTS FOR WRITING GRADES 9-10

I: TO EXPRESS SELF	PRODUCTS
To express personal feelings, reactions, values, interests, or attitudes.	1. Sequence of sentences recounting personal feelings or reactions to an experience, event or content of literature 2. Autobiographical sketch of self or literary figure 3. Friendly letter: i.e. pen pal Business letter of request or complaint 4. Paragraphs of reactions to an experience, event or literary work 5. Journal entry
I: TO NARRATE To tell a fictional story or to give an account of real events	1. Narrative of actual experience 2. short story 3. Journal entry 4. Feature article 5. Myth
III: TO DESCRIBE To use words that appeal to the senses in order to reveal appearance or to convey an image or impression	1. Paragraph/s describing a real or imaginary person or place 2. Advertisement 3. Comparing and contrasting a real or imaginary place at different times or seasons 4. Describing a real or imaginary person 5. A news article as a journalistic entry describing the setting or time period: i.e. the political events based on the setting of <u>The Tale of Two Cities</u>
IV: TO WRITE CRITICALLY ABOUT LITERATURE	1. Summarizing the content of a lesson, short story etc. 2. Essays on setting, character, theme and symbolism.

OVERVIEW OF PURPOSES AND PRODUCTS FOR WRITING
GRADES 11-12

I: TO EXPLAIN	PRODUCTS
To make factual information clear and understandable	1. Directions 2. How to 3. Letters to Congressmen, Political leaders,to the media 4. Research report 5. News article and headline 6. Biographical sketch based on a personal interview 7. Character study based on a work of literature 8. Essay on:literary style, literary themes 9. Formal essay 10. Personal essay 11. Letter of application 12. Resume 13. Journal writing
II: TO PERSUADE	
To change the opinion of or influence the action of the audience	1. Letter to persuade against an issue 2. Argumentative essay 3. Book review 4. Editorial 5. Literary analysis

WRITING FOR FRESHMEN - FALL AND SPRING SEMESTERS

I: Language Awareness In Writing

Wordiness
Connotation and denotation
Figurative language

II: Introduction to expository writing

a: Developing a topic sentence and substantiation with supporting evidence
b: Proper structure of a paragraph
c: Summary and precis writing
d: Note-taking and study skills
e: Autobiography
f: Friendly and business letter

III: Interdisciplinary Term Paper

9th year Biology

IV: Dictionary Skills

V: Writing activities will include:

*Pre-writing warm-ups
* Short summaries stating the main point of a particular lesson
* Essay questions based on literature for reading and writing connection
* creative writing paragraphs
* letter writing for such purposes as social action etc.
* Mastery of grammar and the basic mechanics of writing

WRITING

Freshman Year:
- Introduction to expository writing
- Proper structure of the paragraph
- Substantiation with details
- Summary and Precis writing
- Note-taking and study skills

Sophomore Year:
- Review expository writing
- Development of the Narrative and Descriptive forms
- Introduction to Persuasive or essay of argument
- Letter writing- formal, informal, business

Junior:
- Review expositor, narrative and descriptive
- Further development of the persuasive form
- Development of the literary essay
- Comparison and contrast
- Editorial style
- College application essay
- Resume

Senior:
- Review of all of the above
- Preparation for the Comprehensive English Language Exam
  four required essays:
  1)listening and writing for information and understanding
  2)Reading and writing for information and understanding
  3)Reading and writing for literary response
  4)Reading and writing for critical analysis

Interdisciplinary : Term Papers

Freshmen:	9th year Biology
Junior:	11th year Social Studies
Senior:	12th year English

LITERATURE FOR FRESHMEN - FALL AND SPRING SEMESTERS

Development of Critical Thinking Skills:

a: Reading comprehension: paraphrasing, main ideas, theme, details, fact and opinion
b: Inferences and analysis

I. Short Stories

1. Designs For Reading :Houghton Mifflin, Publishers.

II. Unit on Mythology

1. Greek
2. Roman

Text: Mythology, Edith Hamilton, New American Library, Mentor.

3. Odyssey, Ed. Henry I. Christ, Globe Book Company

III. Novels

1. Night: Elie Wiesel
2. Catcher in the Rye : J.D. Salinger
3. Of Mice and Men: John Steinbeck
4. A Separate Peace: John Knowles
5. The Assistant: Bernard Malamud
6. The Chosen: Chaim Potak

Supplemental Readings: (at the teacher's discretion)

1. Robinson Crusoe: Daniel Defoe
2. The Three Musketeers: Alexandre Dumas
3. Twenty Thousand Leagues Under The Sea: Jules Verne
4. Slaughter-House Five: Kurt Vonnegut, Jr.
5. Fahrenheit 451: Ray Bradbury
6. Member of the Wedding: Carson McCullers
7. The Time Machine: H.G. Wells
8. The Sunflower: Simon Weisenthal
9. AnimalFarm or 1984: George Orwell
10. Twelve Angry Men: Reginald Rose

IV: Poetry

text: In-house anthology includes:

"The Road Not Taken", Frost
"Mending Wall", Frost
"Richard Corey", E.A. Robinson
"Miniver Cheevy" E.A. Robinson
"The Highwayman"

V. Essays

Editorials taken from The New York Times

VI. Plays

Romeo and Juliet: William Shakespeare
Our Town: Thornton Wilder

LITERATURE FOR SOPHOMORES - FALL AND SPRING SEMESTERS

Development of Critical Thinking Skills

a. Reading Comprehension
b. Analysis
c. Synthesis
d. Evaluation
Text: PSAT/NMSQ TESTS (College Board)

I. Short Stories

Texts: Best Short Stories, Jamestown Publishing
In-House short Story Anthology

II. Novels

1. Frankenstein: Mary Shelley
2. A Tale of Two Cities: Charles Dickens
3. The Bridge of San Luis Rey: Thornton Wilder
4. Dr. Jekyll and Mr. Hyde: Robert Louis Stevenson
5. Things Fall Apart: Chinuah Achebe

IV: Poetry

Designs In Poetry: Macmillan, Publishers
In-house anthology

V. Essays

Editorials taken from The New York Times

VI. Plays

Julius Caesar: William Shakespeare
Our Town: Thornton Wilder
A Doll's House: Henrik Ibsen
Hedda Gabler: Henrik Ibsen
The Importance of Being Earnest: Oscar Wilde

LITERATURE FOR JUNIORS - FALL AND SPRING SEMESTERS

Critical Thinking Skills

a: Reading Comprehension
b. Inference
c. Deductive reasoning
d. Synthesizing themes in American Literature
Text:SAT'S (College Board)

I. Short Stories

Text: The American Experience: Fiction Macmillian, publishers

II. Poetry

Text: The American Experience: Poetry

III. Novels

1. Scarlet Letter: Nathaniel Hawthorne
2. Huckleberry Finn: Mark Twain
3. The Great Gatsby: F. Scott Fitzgerald

IV. Plays

1. Macbeth: William Shakespeare
2. The Crucible: Arthur Miller
3. Death of a Salesman: Arthur Miller
4. The Glass Menagerie: Tennessee Williams
5. Oedipus The King: Sophocles
6. Oedipus At Colonus: Sophocles
7. Antigone: Sophocles

V. Essays and Non-Fiction

Text: The American Experience: Non-Fiction Macmillian, publishers

To include:

"Sinners In The Hands Of An Angry God"
" Walden": Henry David Thoreau
"Civil Disobedience": Henry David Thoreau
"Self-Reliance": Ralph Waldo Emerson

LITERATURE FOR SENIORS - FALL AND SPRING SEMESTERS

A basic survey course of English Literature from Old English to the Twentieth Century

I. Short Stories

The Canterbury Tales: Geoffrey Chaucer
Hasidic Tales of the Holocaust: Yaffa Eliach
The Dubliners: James Joyce
The Rockinghorse Winner: D. H. Lawrence

II. Novels

1. The Stranger: Albert Camus
2. Great Expectations: Charles Dickens
3. Pride and Prejudice: Jane Austen

III. Plays

1. Hamlet: William Shakespeare
2. Waiting For Godot: Samuel Beckett
3. Rosenkrantz and Guidenstern are Dead; Tom Stoppard

SUPPLEMENTAL READING

4. Merchant of Venice: William Shakespeare
5. Tartuffe: Moliere

IV. Poetry

Selected poetry from the following periods:

1. Anglo-Saxon:	"The Seafarer", "Beowulf"
2. Medieval:	Ballads such as "Barbara Allan" "Hugh O'Lincoln" "Get Up and Bar the Door"
3. Elizabethan:	Shakespeare's Sonnets: 18, 29, 116, 130 Marlowe: "The Passionate Shepherd to His Love" Raleigh: "The Nymph's Reply to the Shepherd" Jonson: "On My First Son" Milton: "On My Blindness" Donne: " Death"
4. Romantic:	Wordsworth, Shelley, Keats, Byron, Coleridge
5. Victorian:	Tennyson: "Ulysses", 'Crossing the Bar" Browning "My Last Duchess" "Rabbi Ben-Ezra" "Pippa Passes", "Prospice" Arnold: "Dover Beach"
6. Modern:	Hopkins: "Spring and Fall" Yeats: "Sailing To Byzantium" "Lake Isle of Innsfree" Eliot: "Love Song of J. Alfred Prufrock" "Journey of the Magi" Housman: "When I Was One And Twenty" "To An Athlete Dying Young" Graves: "A Plea To Boys and Girls" "The Naked and the Nude" Auden: "In Memory of W. B. Yeats" "Their Lonely Betters" Thomas: "Do Not Go Gently Into That Good Night", "Fern Hill", "Poem In October"

V. Essays
1. "A Modest Proposal": Jonathan Swift
2. "Dissertation Upon a Roast Pig": Charles Lamb

VI: Vocabulary

VII: Regents Review
Listening and writing
Reading and writing based on non-fiction
Reading and writing based on literature
Critical Lens question

Optional

Unit on Holocaust Literature
Text: Hasidic Tales of the Holocaust: Yaffa Eliach
and selected poetry: Pagis, Yevtushenko

Unit on The Stereotyped Jew in English Literature
The Canterbury Tales: "The Prioress' Tale": Geoffrey Chaucer
The Jew of Malta: Christopher Marlowe
The Merchant of Venice: William Shakespeare
Oliver Twist: Charles Dickens
Daniel Deronda: George Eliot
Ivanhoe: Sir Walter Scott
The Jew in the Literature of England: Montague Frank Modder

ADVANCED PLACEMENT ENGLISH
FALL AND SPRING SEMESTER

I: Poetry

Text: Sound and Sense: Laurence Perrine

II: Novels

1. **The Stranger: Albert Camus**
2. **Portrait of an Artist as a Young Man: James Joyce**
3. **Call It Sleep: Henry Roth**
4. **Invisible Man: Ralph Ellison**
5. **Jude the Obscure: Thomas Hardy**
6. **Metamorphosis: Franz Kafka**
7. **Bleak House: Charles Dickens**
8. **Turn of the Screw: Henry James**
9. **Billy Budd: Herman Melville**

III: Plays

Hamlet: William Shakespeare

IV: Short Stories

1. **"Araby": James Joyce**
2. **"The Dead": James Joyce**
3. **"The Rockinghorse Winner": D.H.Lawrence**
4. **"Silent Snow, Secret Snow": Conrad Aiken**
5. **"The Beast in the Jungle": Heny James**
6. **"The Open Boat": Stephen Crane**
7. **"The Secret Sharer: Joseph Conrad**

V: Novella

Heart of Darkness: Joseph Conrad

Supplemental texts:

Norton Anthology of English Literature, Vol.1,2.
A.P. Review Book: Barrons, Cliff

VI. Writing

Weekly writing assignment based on past A.P. essay test questions

Electives

WRITE-RIGHT

Learn to write in a writing community. There will be extensive use of the English Department Computer Writing Lab. Individual conferences with the teacher will focus on individual needs. Peer-evaluation and the art of revision will be practiced. Writing is both an individual and a shared process. Writing strengthens the development of reading and thinking skills and vice versa.

The course includes:

- the paragraph and its logic and organization.
- the descriptive essay
- the narrative essay
- Journalism
- comparison/contrast essay
- the persuasive essay
- examining current events
- viewing art objects
- webbing/clustering

Books:

- Prentice Hall Literary Focus Writing Process Models
- Writers Inc
- Teachers Guide

ADVANCED WRITING

The Advanced Writing class is a creative writing seminar which takes place in the English Computer Lab. Students are assigned disparate topics covering a plethora of ideas. Students are encouraged to extend their creativity while exploring various forms of writing and different styles. Emphasis is placed on writing as a process and not just as an end piece. By means of peer and teacher review students will learn to edit, critique and evaluate writing. Each student will compile a ***writing portfolio*** which will be evaluated by both the teacher and the student.

CHILDREN OF THE HOLOCAUST - LITERATURE AND FILM OF THE HOLOCAUST

This course will explore literature, art and film created during the Holocaust and by survivors after the Holocaust. Literary works will include memoirs and diaries (for example works by Primo Levi, Yaffa Eliach, Ruth Minsky Sender etc.), interviews, poetry, and fiction. Art will include works created by inmates of the ghettos and concentration camps as well as photographs taken by Jews and gentiles, Nazis and resisters, professionals and amateurs. Documentary films commissioned as Nazi propaganda, survivor interviews and art films will be viewed and compared regarding point of view and historical value.

There will be a midterm, term paper, and final each semester.

***Historical Background Texts*:**
Botwinick, Rita Steinhardt. A History of the Holocaust
Davidowics, Lucy. A Holocaust Reader
Gilbert, Martin. The Holocaust

Memoirs and Interviews:
Eliach, Yaffa. Hasidic Tales of the Holocaust
Lagnado, Lucette Matalon. Children of the Flames
Levi, Primo. Survival in Auschwitz
Moments of Reprieve
Stein, Andre. Hidden Children
Weisenthal, Simon. The Sunflower

Fiction based on the Holocaust Experience:
Selected works by Tasdeuz Borowski
Cynthia Ozick
Hanoch Bartov
Aharon Appelfeld

Selected poems, documentary and art films, and works of art are also discussed and analyzed.

THEATER IN THE ROUND - PLAY AND PERFORMANCE

An introduction to world drama.
Students will study, act in and direct some of the most famous plays ever written from Shakespeare to Shaw, from Ibsen to Allen, from comedies to tragedy to satire. Texts will be studied in depth and comparisons of different interpretations and techniques in film versions will be examined.
Student participation and class presentations will be an integral part of the course. There will be a midterm, research paper and final each semester.

Plays will be selected from the following sampling. Other works may be added at the instructor's discretion.

Aristophanes,	The Clouds
Sophocles,	The Theban Plays
Shakespeare,	Twelfth Night
	King Lear
	Henry IV Part I
Moliere,	Tartuffe
Oliver Goldsmith,	She Stoops to Conquer
Richard Sheridan,	The School for Scandal
Henrik Ibsen,	Hedda Gabler
	Enemy of the People
George Bernard Shaw,	Major Barbara
	Pygmalion
Anton Chekov,	The Cherry Orchard
	The Three Sisters
	Uncle Vanya
Woody Allen,	Don't Drink the Water
Neil Simon,	The Odd Couple
	The Sunshine Boys

WAR AND PEACE

War and Peace is a unique interdisciplinary seminar elective of both the English and Social Studies departments. Class time will be devoted to developing an overview of important historical periods such as that of the bloody Gladiators of Rome, the valiant Hashmonean Maccabees, the carnage of World War I and II, the bitter Israeli and Arab conflicts of the Middle East, the cruelty of European Colonialism and the terror of Apartheid South Africa as well as the literature associated with and about that particular era.

Students will get a holistic understanding of how literature both illustrates, critiques and mirrors history. Works of media as well as novels, biographies, short stories and poetry will be studied. Students taking this elective will be expected to complete a term paper/project as well as an oral presentation.

All class material/readings for each section will be prepared in the form of an in-house anthology.

FRESHMEN ENGLISH- FIRST TERM

Words Frequently Confused: its-it's, their, there, they're, whose-who's your-you're, then, than, beside, besides, accept, except, rob, steal.

Common Errors: should of, would of, stood in bed, these here boys, over my house, different than, the man he do it like I do, if I was (contrary to fact), and other errors found in student writing.

Spelling:

across
ache
amount
ancient
animal
another
answer
athlete
author
awkward

barber
beginning
believe
breathe
other
business

captain
choose
clothes
college
coming
conceited
conceive
country
cousin

dangerous
deceive
desirable
develop
diamond
different
disease
distinct
doctor
does

drawback
drowned
district

either
electric
escape
excellent
excitement

family
fault
fierce
forty
friend

grateful
great
grief
guess

happen
headache
heard
humor

improve
including
interrupt

knack
known

length
lesson
lightning
loving

meant

minute
mountain

naturally
newspaper
nowadays
nowhere

original
passer-by
patient
patrol
people
pleasant
politics
president
prove
purpose

quarter

radio
really
reason
receive
residence
residential
reveal

sandwich
scene
scream
sense
sentence
shining
sleeve
soldier

speech

square
succeed
success
successful
sure

terrible
theatre
thief
together
tomorrow
trolley
truly

usually

valuable
village
villain

weigh
whenever
where
would
writer

FRESHMAN ENGLISH - SECOND TERM

Words Frequently Confused: altogether, all together, already, all ready, lose loose, to, too, less, fewer, principal, principle, personal, personnel, allusion-illusion, prophecy-prophesy.

Common Errors: the reason is because, if you would have read where, is where, see where, being that, is when, used instead of occurs when, due to, used instead of because of, which, used instead of who.

Spelling:

absence
accidentally
allowance
although
ambitious
appetite
argument
assignment
atomic
average

background
balance
beautiful
benefit
borough
breakfast
brilliant
brutally
built
busiest

challenge
champion
conclusion
commercial
courteous
courtesy

decision
descendent
desperate
difficult
discourage

dramatic

emotion
evening
experience
extremely

February
finally
forecast
foreign
fought
freight
fright

government

happiness
height
hoarse

idea
imitate
imprison
instruction
instructor

laboratory
license
likable
luncheon

medicine
municipal

nationality

Negroes
neighbor
ninety

obstacle
o'clock
offensive
omitted
opinion
opposite

paid
pedlar
perceive
position
practice
probable
pronunciation
publicity

qualified
question

realize
referred
regularly
relieve
research

salary
scheme
secretary
security
separate
sincerely
shoulder

souvenir
splendor
straight
studying
suggest
summer

television
thorough
thought
torture
transferred
Tuesday

vegetable
veteran

wealthy
weapon
well-dressed
winning

yield

SOPHOMORE ENGLISH - FIRST TERM

Words Frequently Confused: disinterested-uninterested, aggravate, annoy, criticize, censure, affect, effect, unique, unusual, around, about, continual, continuous, ingenious

Common Errors: try and, these kind, kind of a

Spelling:

ability
absolutely
advertisement
advisable
agreeable
allegiance
anxious
apologize
appearance
attendance
attitude

bicycle
biased
biscuit
burglar

calendar
candidate
changeable
character
consider
conspicuous
convenient
courageous
confusion
creative
cruising

definite
delegate
destruction

description
disagree
discussion
documentary

eminent
employee
equally
especially
essential
exhausted
existence

fashionable
festival
fiery
fortunate
fulfill

genius
grammar

handsome
horrified
hygiene

immense
incident
indignant
initial

juvenile

leisure
liable
loyalty

marriage
museum

necessary

obvious
occupation
occur
occurred
occurrence

pastime
peacefully
permanent
portrayal
precede
privilege
profession
professor
punishable

recognize
reign
repetition
repetitious

resistance
rhyme
rhythm

satisfied
senator
severely
similar
spaghetti
sponsor
summarize
superior
supposed
surprise
suspense

temporary
tourist
typical

unbiased
unconscious
unforgivable
undoubtedly

vacuum
voluntary
violent

woman
women

SOPHOMORE ENGLISH - SECOND TERM

Words Frequently Confused: deprecate, deprecate, interested, disinterested, turgid, torpid, sanguine, sanguinity, climactic-climatic, healthful, healthy, amount, number, capitol, capital, allusion, illusion, elusion, mendacity, mendacity

Spelling:

achievement
accommodate
affectionately
amateur
anticipate
apparatus
appreciate
association
audience
automatic

cafeteria
campaign
casualty
celebrity
certificate
column
comfortable
condemn
contribute
curiosity
crucial
customary

diploma
disappear
disappointment
dissatisfied

elementary
embarrass

enormous
episode
equipped
estimation
exaggerate
expedition

familiar
foreshadow
frantically
fraternity

gaiety
genuine
guidance

hurriedly

ignorance
imagination
immediate
indebtedness
independence
influence
innocent
institution

judgement

knowledge

lenient

magician
mechanical
mysterious

necessitate
nuisance

occasion
occasionally
official
oppression
originate
outrageous

passenger
petition
possessive
precious
prejudice
prevailing

receipt
recommend
remembrance
requirement
responsibility
restaurant
ridiculous

romance

satisfactory
shepherd
signature
situation
species
stagnant
sympathize
sympathy

temperature
tournament
tragedy
traveler

underprivileged

vengeance
visible

weird

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JUNIOR ENGLISH - FIRST TERM

Spelling List

accompanied
acquaintance
analyze
apparent
approximate

barbecue
bookkeeper
bulletin

chandelier
circumstance
civilization
committee
competence
conceivable
conference
conferred
controversial
convertible
competitive
correspondence

delicacy
demonstration
dietician
disastrous

eccentric
efficience
eligible

emaciated
eventually
exceedingly
exceptionally

fascinating
financial
fundamental
futile

guarantee

handkerchief
hazardous

immunity
impression
improbably
indescribable
inimitable
inoculate
intelligence
inevitable

librarian

magnificent
maneuver
mischievous

noticeable

opponent
optimistic

parallel
partially
particular
penicillin
perseverance
persistence
possibility
predetermined
predicament
procedure
proprietor

realistic
recede
recipe
regrettable
reservoir
routine

sacrifice
secede
specifically
stifle
supremacy
superfluous
suppression
syllable
suspicious
systematic
superintendent

technique
tyrannical

vigorous

wield

JUNIOR ENGLISH – SECOND TERM

Spelling List

accumulate
acknowledge
acquisition
adequate
anguish
appalling
assassin
assistance

beneficial

colleague
commissioner
commentator
confidential
congestion
consequently
conspirator
comparative
criticism
criticize
curriculum
cylinder

discipline
discrimination
dispossess

environment
exasperating
exquisite
extra-curricular
extravagant

fictitious

glamorous

hindrance

immaterial
inaugurate
incompetent
incredible
ineffectual
innocuous
intangible
interpretation
irresponsible

jeopardize

luxurious

mimicking
miscellaneous
monotony

nonchalant

pamphlet
panicky
pantomime
parenthesis
parliament
personnel
philanthropic
picknicking
plausible
precise
preposterous
proportionate
psychological
psychology

recuperate
rendezvous
renown
representative
retribution

seize
sergeant
serviceable
skirmish
specify
subside
substantial
subtle
succumb
supersede
surgery
surreptitious
susceptible
symbol

tariff
temperament

unaccustomed
unimpeachable
unmanageable

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SENIOR ENGLISH – FIRST TERM

Spelling List

accelerate
accompanying
accuracy
advantageous
aerial
amendment
anecdote
antiseptic
appliance
artificial

coincidence
colloquial
conscientious
contagious
credulous
criterion
culpable

deficiency
deterioration
diagnosis
discretion
disintegrate
dissension
duplicate

emphasis
equivalent
exhaustion
extraordinary

fabulous
facsimile
feminine
fictitious
forcible

grievance

impartial
imperative
incentive
incredible
indict
indispensable
indulgence
ingenious
instigate
intellectual
irrelevant
itinerary

legislature
literal
maintenance
mathematics
mutiny

notorious
nucleus

obsession

participate
perennial
pharmacist
prestige
prodigious
protege

questionnaire

recollection
retribution

scrupulous

significance
statistics
strategy
superintendent
superstitious
supplementary
synonym

tremulous

vehement

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LITERARY VOCABULARY
(TO BE USED IN CONJUNCTION WITH INSTRUCTION OF LITERATURE.)

ACTION
The series of events in a story or play.

ALLEGORY
A story in which people, things, and happenings have other meanings, as in a fable or parable.

ALLITERATION
The repetition of a consonant sound in two or more words occurring close together.

ALLUSION
A brief reference to something (Biblical, classical, historical, legendary) assumed to be sufficiently well known to be recognized by the reader.

ANACHRONISM
Anything out of its proper historical time

ASSONANCE
Partial rhyme in which the stressed vowel sounds are alike but the consonant sounds are unlike.

ATMOSPHERE
The mood or feeling created by one or all of the elements in a piece of fiction.

AUGUSTAN AGE
The period which included the reign of Queen Anne (1702-1714) and in a oader sense from 1688-1744 including Addison, Steele, Swift and Pope. These writers were self-consciously "Augustan", aware of the parallel of their writing to Latin literature of the Age of Emperor Augustus given to compare London to Rome

BACKGROUND (see EXPOSITION)

BALLAD
A song or poem that tells a story in short stanzas and simple words, with repetition, refrain, etc.

BAROQUE
The baroque style (from late 16th century until the 18th century Europe) is a blending of the "picturesque" elements (the unexpected, the wild, the fantastic, the accidental (with the more ordered, formal, idealistic and logical style of the "high Renaissance".

CAST
All of the characters in a play.

CHARACTER
A person in a play or story.

CHARACTER AND DEVELOPMENT
The charge or growth in a story or play, by imitating or describing actions, speech, gestures, etc.

CLASSIC
A literary work generally recognized as of highest excellence.

CLIMAX
The highest point of interest in a story or play; the turning point in the action.

COMEDY
A work of literature which is light and amusing, and has a happy ending, though it need not be happy all the way through.

CONFLICT
The struggle that grows out of the interplay of the two opposing forces in a plot, and which provides the elements of interest and suspense in any form of fiction.
Kinds of conflict. a) struggle against forces of nature; b) struggle against another person; c) struggle against society; d) two elements from within may struggle for mastery; e) struggle against fate or destiny.

CONSONANCE
Partial rhyme in which the final consonant sounds are alike although the vowel sounds differ.

CONTRAST
The bringing together of two people or ideas to show how they differ.

COUPLET
Two successive lines of poetry which rhyme and usually are of the same length.

CRISIS
The point at which opposing forces are ought in struggle.

CRITICISM
The analysis of the qualities of and evaluation of the worth of a literary work.

DENOUEMENT
The final unraveling of the PLOT in Drama or Fiction. It includes not only a satisfactory outcome of the main situation but an explanation of all the secrets and misunderstandings connected with the plot complication.

DEVELOPMENT
A step in growth of a character, or an event or happening which advances the plot.

DIALECT
The form or variety of Language characteristic of a region or group.

DICTION
The accurate use of words in oral or written discourse. There are at least four levels of usage for words: a) formal – usage common in serious bocks and formal discourse;
b) informal – usage found in polite conversation of cultivated people;
c) colloquial – everyday usage;
d) slang – newly coined words not yet acceptable for polite usage.

DIALOGUE
written conversation

DOGGEREL
Trivial, inartistic verse, usually of a burlesque or comic sort.

DRAMATIC MONOLOGUE
A poem which consists of the speech of a single person who tells a story.

ELIZABETHAN PERIOD (Golden Age of Literature)
The name given in English literature to the segment of the RENAISSANCE which occurred during the reign of Elizabeth I (1558-1603). It was an age of great nationalistic expansion, commercial growth and religious controversy. Spencer, Marlowe, and Shakespeare flourished and Bacon and Donne first stepped forward.

EPIC
A long narrative poem in which the deeds of a traditional or historical hero are told in a dignified manner.

EPISODE (see INCIDENT)

EPITHET
A harsh description name.

EXAGGERATION
Overstatement made to achieve effect.

EXPOSITION
The part of a play or story which reveals to the reader what has happened before the plot begins.

FABLE
A brief tale, either in prose or verse told to point a moral. The characters are most frequently animals but need not be so restricted. Beast fables are usually a satiric device to point out the follies of mankind.

FANTASY
A form of comedy involving unreal characters and impossible events.

FARCE
Exaggerated comedy, primarily intended to make people laugh.

FIGURE OF SPEECH
An expression using words in an unusual sense to make meaning more specific, vivid, or beautiful.

FLASHBACK SCENE
The narration of an earlier episode which interrupts the continuity of a piece of fiction.

FOIL
A person or thing

FORESHADOWING
Hinting by the author to prepare the reader for what is to come.

FRAMEWORK STORY
A story through which a second story is told within the design if the original one (a story within a story)

FREE VERSE
Unrhymed poetry of irregular and varied rhythm.

HYPERBOLE
Figure of speech in which conscious exaggeration is used to heightened effect or produce or a comic effect

IDYLL
a A short poem describing a simple pleasant scene of rural or domestic life.
b An extended narrative

IMAGE
A figure of speech, which gives a vivid description, be appealing to the senses.

IMAGERY
The creation of sense impressions by descriptions and figures of speech.

INCIDENT
One event in a story

INVERSION
A reversal of the normal order of words in a sentence or in a line of poetry.

IRONY
Saying one thing but meaning the opposite, with either a gentle or cutting effect, also an outcome different from that expected.

LEGEND
A story of some wonderful event that has come down from the past and which may have some historical basis but which cannot be proved.

LIGHT VERSE
Poetry of an amusing or non-serious nature.

LOCAL COLOR
Customs and other feature characteristics of a certain region or time, introduced to supply realism to a literary work.

LYRIC
A songlike poem expressing the author's personal emotions or sentiments.

MELODRAMA
Sensational, romantic, exaggerated drama, usually with a happy ending.

METONYMY
Figure of speech, which is characterized by the substitution of a term naming an object closely associated with the word in mind for the word itself. Ex: We speak of the king as "the Crown."

MOOD
The author's attitude toward his subject; also the attitude which the author hopes to create in the reader's mind.

METAPHOR
A figure of speech in which two unlike things are compared by implication.

MORAL
The lesson taught by a piece of information.

MOTIVATION
The reasons which cause a character to act as he does.

NARRATIVE
A story or, when contrasted with a short story, a series if incidents.

NARRATIVE POEM
A story told in verse

NARRATOR
Omniscient, 1st person, 3rd person.

ONOMATOPOEIA
The imitation of sounds by words.

OXYMORON
A rhetorical antithesis inging together two contradictory terms for the purpose of sharp emphasis.
Ex: cheerful pessimist, wise fool, eloquent silence.

OUTCOME
The consequence of the combination of elements in a story or play.

PARADOX
Something that sounds contradictory or unbelievable, but that may be true; a self-contradictory and therefore false statement

PARODY
Exaggerated, humorous imitation if another author's style.

PATHETIC FALLACY
A phrase coined by Ruskin to denote tendency of poets and writers to have nature identify with the emotions of human beings. In a larger sense, it is any false emotionalism in writing resulting in a too impassioned description of nature.

PATHOS
A quality that arouses sympathy, pity or sorrow.

PERSONIFICATION
A figure of speech in which a quality, idea, or thing is represented as a person

PERSONA
The characters of a drama, novel etc

PLOT
The plan of action of a play, novel, short story, etc.

POETIC JUSTICE
Justice in which good is properly rewarded and evil is punished

POETIC LICENSE
A poet's right to depart from literal fact or strict rules of form or grammar in order to create an effect

POINT OF VIEW
The position from which something is observed and a story is told.

PROTAGONIST
The main character in a piece of fiction.

QUATRAIN
A stanza or poem of four lines, usually rhyming abab or abba.

REALISM
The attempting picturing of people and things as they really are.

RHYME
The agreement of final sounds in lines of verse.

RHYTHM
Regular recurrence of sounds in a line of poetry.

ROMANCE
A novel that deals with imaginative, idealized, events and places.

ROMANTIC & CLASSICAL
Romanticism was a movement of the 18th and 19th centuries which marked the reaction in literature, philosophy, art, religion, and politics from the neo-classicism and formal orthodoxy of the preceding period. It was a time of individualism marked by the encouragement of revolutionary political ideas. It was the predominance of imagination over reason and formal rules (Classicism) and over the sense if fact or the actual (Realism).

SATIRE
A literary work in which vices, follies, stupidities, abuses, etc , are criticized by ridicule and contempt.

SCENE
A division of a play, usually part of an act, that constitutes a unit of development.

SETTING
The time and place and general environment of a story.

SIMILE
A figure of speech in which one thing is likened to a dissimilar thing by the use of words like or as.

STANZA
A group of lines of verse forming on e of the divisions of a poem.

STEREOTYPE
A fixed or conventional character having no individuality, as though cast from a mold.

STOCK CHARACTER
A conventionalized character whom one expects to find in a particular type of fiction.

STOCK SITUATION
A plot or part of a plot hath has become trite through overuse.

STRESS
The emphasis given to a syllable or word in a line of poetry.

STRUGGLE
The conflict between opposing forces in a story or play, either between the main character and some feeling within him, or between two characters, or between a character and a situation.

STYLE
The qualities of writing which distinguish one author from another.

SUB-PLOT
A subordinate plot within the main plot of a story or play.

SUSPENSE
The feeling of excitement and curiosity created in the reader about the outcome of a story.

SYMBOL
A figure of speech in which something concrete stands for something abstract.

SYMBOLISM
The representation of things by use of symbols

SYNECDOCHE
A form of METAPHOR which in mentioning a part signifies the whole or the whole signifies the part A good synecdoche must be based in an important part of the whole and not a minor part.

THEME
The underlying thought of ideas upon which a story, play, or poem is based.

TONE
A manner of speaking or writing that reveals the speaker's or writer's attitude.

TRAGEDY
A serious story having an unhappy of disastrous ending ought about when the central characters are overcome by facing them (Flaw-Hamartia in classical tragedy See Aristotle: Poetics)

UNDERSTATEMENT
A weaker, more moderate statement than might be made.

UNITY OF IMPRESSION
The overall single effect created in the reader by the artistic interweaving of all of the elements of a story.

UNIVERSALITY
Applicability to people in every age.

VERSE
A single line of poetry

VICTORIAN PERIOD
Literature written during the reign of Queen Victoria (1837-1901). Victorian literature is many-sided and complex and reflects both romantically and realistically the great changes that were going on in life and thought. New Science, social problems as a result of industrialization, the rise of a new middle class audience are among the forces which colored literature during Victoria's reign.

Freshman – Fall Term

Commonly misspelled words

aerial	affect	affidavit	again
against	aggravate	aggression	agreeable
agreement	aisle	alcohol	alignment
alley	allotted	allowance	all right
almost	already	although	appearance
appetite	appliance	applicable	application
appointment	appraisal	appreciate	approach
approval	approximately	architect	arctic
argument	arithmetic	arouse	arrangement
bachelor	baggage	balance	balloon
ballot	banana	bandage	bankrupt
bargain	barrel	basement	chief
chimney	chocolate	choice	choose
Christian	circuit	circular	circumstance
civilization	clientele	climate	climb
clothes	coach	cocoa	coercion
gadget	gangrene	garage	gasoline
gauge	genealogy	generally	intimate
invalid	investigate	investor	invitation
iridescent	irrelevant	irresistible	irreverent
irrigate	island	issue	itemized
itinerary	it's (it is)	menus	merchandise
merit	message	mileage	millionaire
miniature	minimum	minute	obedience
obey	oblige	obstacle	occasion
occasionally	occupant	occur	occurred
occurrence	shepherd	sheriff	shining
siege	significance	similar	simultaneous
since	sincerely	skiing	soldier
solemn	sophisticated	sophomore	sorority
unanimous	unconscious	undoubtedly	unfortunately
unique	unison	university	unnecessary
unprecedented	until		

Words often Confused

accept / except	immigrate / emigrate	it's / its
their / they're / there	adapt / adopt	affect / effect
allusion / illusion	allot / a lot	all ready / already
amount / number	can / may	capital / capitol
chord / cord	heal / heel	peace / piece

Sophomores – Fall Term

Commonly misspelled words

aluminum	always	amateur	amendment
among	amount	analysis	analyze
ancient	anecdote	anesthetic	angle
article	artificial	ascend	ascertain
asinine	assassin	assess (-ment)	assignment
assistance	associate	association	assume
bought	bouillon	boundary	breakfast
breath (n.)	breathe (v.)	brief	brilliant
Britain	concession	conclude	concrete
concurred	concurrence	condemn	condescend
condition	conference	conferred	confidence
confidential	congratulate	conscience	facilities
fallacy	familiar	famous	fascinate
fashion	fatigue (-d)	faucet	favorite
feasible	feature	February	federal
feminine	fertile	fictitious	field
fierce	fiery	finally	financially
inoculation	inquiry	installation	instance
instead	institute	insurance	intellectual
intelligence	intention	intercede	interesting
interfere	intermittent	interpret (-ed)	interrupt
interview	misspell	moisture	molecule
momentous	monotonous	monument	mortgage
municipal	muscle	musician	mustache
mysterious	qualified	quantity	quarter
questionnaire	quiet	quite	quotient
strength	stretched	studying	subsidize
substantial	substitute	subtle	succeed
success	sufficient	summarize	superficial
superintendent	superiority	tariff	technique
telegram	temperament	temperature	temporary
tendency	tentative	terrestrial	terrible
territory	theater	their	therefore
thief	variety	various	vegetable
vehicle	veil	velocity	vengeance
vicinity	view	vigilance	villain

Words often Confused

accept / except	immigrate / emigrate	it's / its
their / they're / there	adapt / adopt	affect / effect
allusion / illusion	allot / a lot	all ready / already
amount / number	can / may	capital / capitol
chord / cord	heal / heel	peace / piece

Juniors – Fall Term

Commonly misspelled words

annihilate	anniversary	announce	annoyance
annual	anoint	anonymous	answer
antarctic	anticipate	assurance	athlete
athletic	attach	attack (-ed)	attempt
attendance	attention	attitude	basis
battery	beautiful	beauty	become
becoming	before	beggar	beginning
behavior	being	belief	conscientious
conscious	consensus	consequence	conservative
considerably	consignment	consistent	constitution
contemptible	continually	continue	continuous
expedition	expenditure	expensive	experience
explain	explanation	expression	exquisite
extension	extinct	extraordinary	extremely
inferred	infinite	inflammable	influential
ingenious	journey	judgment	justice
justifiable	legible	legislature	legitimate
leisure	length	letterhead	liability
liable	liaison	library	maximum
mayor	meanness	meant	measure
medicine	medieval	mediocre	medium
memorandum	ninety	noticeable	notoriety
nuclear	nuisance	omission	omitted
opinion	operate	opponent	opportunity
opposite	optimism	ordinance	ordinarily
original	outrageous	plateau	plausible
playwright	pleasant	pleasure	pneumonia
politician	possess	possession	possible
practically	prairie	precede	supercede
supplement	suppose	surely	surprise
surveillance	survey	susceptible	suspicious
violence	visibility	visible	visitor
voice	volume	voluntary	volunteer

Words often Confused

base / bass	beside / besides	by / buy / bye
their / they're / there	all together / altogether	among / between
know / no	would / wood	waist / waste
principal /principle	bring / take	than / then
sole / soul	due / dew / do	seam / seem
threw / through	lend / borrow	hole / whole
imply / infer	lay/ lie	lead / led

Seniors – Fall Term

Commonly misspelled words

anxiety	anxious	anything	apartment
apologize	apparatus	apparent (-ly)	appeal
attorney	attractive	audible	audience
authority	automobile	autumn	auxiliary
believe	beneficial	benefit (-ed)	between
bicycle	biscuit	blizzard	bookkeeper
bough	collar	collateral	college
colloquial	colonel	color	colossal
comedy	coming	commence	commercial
commission	commit	commitment	committed
disease	dissatisfied	dissipate	distinguish
distribute	divide	divine	divisible
division	doctor	doesn't	dominant
dormitory	doubt	drudgery	dual
duplicate	dyeing	dying	exaggerate
exceed	excellent	except	exceptionally
excessive	excite	executive	exercise
exhaust (-ed)	exhibition	exhilaration	existence
exorbitant	likely	lineage	liquefy
liquid	listen	literary	literature
livelihood	perseverance	persistent	personal (-ly)
personnel	perspiration	persuade	phase
phenomenon	philosophy	physician	relevant
relieve	religious	remember	remembrance
reminisce	rendezvous	scenery	schedule
science	scissors	secretary	seize
sensible	sentence	sentinel	separate
sergeant	treasurer	tried	truly
Tuesday	tuition	typical	unanimous
unconscious	undoubtedly	unfortunately	unique
unison	university	unnecessary	unprecedented
until	upper	urgent	voice
volume	voluntary	volunteer	

Words often Confused

base / bass	beside / besides	by / buy / bye
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know / no	would / wood	waist / waste
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sole / soul	due / dew / do	seam / seem
threw / through	lend / borrow	hole / whole
imply / infer	lay/ lie	lead / led

FOUR YEAR GRAMMAR CURRICULUM

FRESHMEN

1. Basic sentence patterns
2. Punctuation
3. Parts of speech: Definitions and how they function in a sentence
   - nouns
   - pronouns: nominative, objective, possessive
   - verbs: irregular, infinitive, tenses and definitions
   - direct and indirect objects
   - adjectives, adverbs, conjunctions, prepositions, interjections
4. The sentence
   - Simple sentence: classification- declarative, interrogative, imperative, exclamatory
5. Parts of Simple Sentences

Subject
predicate
compound subject
compound verb
action verb
auxillary verb
linking verb

complement:
- direct object
- Indirect object
- Subject complement

modifiers: adjective, adjective phrase
adverb, adverbial phrase
prepositional phrase

5. Errors to be avoided
   - Fragments and run-ons
   - Subject-Verb agreement

SOPHOMORE

1. Basic Review of Subject predicate, simple sentence and verbs
2. Build-up of sentence patterns
   1. Sentence variety:
      - compound sentences
      - use of conjunctions and punctuation in compound sentences
      - use of semi-colon as connector
      - use of complements, prepositional phrases, appositives and verbals.
   2. Review parts of speech
      - Pronouns (personal, demonstrative, indefinite, reflexive)
      - Passive and active voice (transitive, intransitive and linking verbs)
   3. Common writing errors to be eliminated:
      - misplaced modifiers
      - dangling modifiers
      - pronoun-antecedent agreement
      - parallelism
      - subject-verb agreement

JUNIOR

1. Review of sentence patterns and emphasis on sentence combining
2. Elimination of fragments, run-on sentences, misplaced modifiers, dangling modifiers
3. Eliminating errors due to parallel construction, improper pronoun antecedents, unclear pronoun referents, lack of agreement of subject/verb and adjective clauses, mixed construction and avoiding IS WHEN and IS WHERE
4. Complex sentence to show relationship
    - A. Subordinate clauses
        1. Adjective clauses
            - a. clause signals
            - b.punctuation
        2. Adverb clauses
            - a. clause signals
            - b. punctuation
    - B. Subordinating Conjunctions
    - C. Co-ordinating conjunctions
    - D. Relative pronouns
    - E Noun clause
5. Other devices of subordination
    - A. Present participles
    - B. Past participles
    - C .Gerunds
    - D. Infinitives
    - E. Subordination by using appositives

SENIOR

Review and fine-tuning of all that has been taught
Comprehensive exam

Allocation of Class Time per Term

25%	Writing
25%	Grammar Spelling Usage PSAT and SAT review and preparation Vocabulary
40%	Literature (Developing reading comprehension skills, explicating literature, writing assignments for homework and writing the literary essay)
10%	newspaper skills library skills study and test taking skills research skills interview skills speech misc.

ADMINISTERING GRADES

Uniformity in grading for the English Department was based on a minimum number of tests and quizzes to be administered per quarter. They are as follows:

1. VOCABULARY: 45 words, 2 tests or quizzes
2. LITERATURE: 1 quiz per novel, short story, play etc.
   2 full period tests to cover completed units and to include an essay question on each exam
3. WRITING: 2 formal literary essays in addition to regular writing assignments and computer lab writing work
4. GRAMMAR: 5 formal sessions in addition to informal instruction based on student writing

A numerical grade will be given for homework and classroom participation. The final exam will be averaged together with the above test and quiz marks.

VOCABULARY TEXT BOOKS USED

1. VOCABULARY FOR ACHIEVEMENT: Houghton Mifflin

2. VOCABULARY WORKSHOP: Sadlier Oxford

3. WORDLY WISE: Educators Publishing Service

4. VOCABULARY BUILDER: EPS Manter Hall School Publication

ESL

5. VOCABULARY 1-2-3: Phoenix Learning Resources